



## Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact [support@jstor.org](mailto:support@jstor.org).

## PREPARATION OF AN EXERCISE ON THE AGE OF ELIZABETH

IRENE I. CLEAVES

Seven cities claim the bones of Homer. In this publication more than seven kinds of claims are made for the morning exercise as an aid to teaching. I wish to urge that there is no better means of teaching formal English composition. And when I have shown the opportunity it affords for study of introduction, conclusion, paragraphing, dignity and adequacy of vocabulary, unity, and so on, I must present an example, reported verbatim, which you can fairly say illustrates none of these points. However, I may ask fellow teachers to remember that the participants in a morning exercise can by no means be those who least need the training—who would, in other words, do creditably all they are expected to do; and that, however clearly a boy may know what the girl who is to precede him is going to say, and how he must join his paragraph to hers, he may fail to make the easy connection when his turn comes; and further, that such a failure is immeasurably preferable to his committing to memory what he plans to say, instead of speaking easily out of abundant information, even though we find that his performance falls far short of his promise.

This eighth-grade history class had spent two or three weeks on the Tudor period, especially the reign of Elizabeth. The same children had caught a faint glimpse of its literary glories by a careful study through many weeks of *As You Like It*. They had presented two scenes from the play, in costume. They had all read parts of *Westward Ho*, and knew the daring of the English seaman, his scorn of Spain, his hot Protestantism. Some of the class had read *Kenilworth*, and given the rest a picture of the splendor of the time. They had studied "The Revenge," and read selections from historical plays of Shakespeare which breathed the spirit of those days.

Elizabeth's reign interested different pupils in different ways, but they could all see that an exercise of this type, to be effective, should have one unifying idea. Everyone had a suggestion as to what this idea should be, and they settled upon "The pride which the Englishman of that day had in his country." Then everybody made an outline. I need scarcely mention that children making such a plan feel that it is their enterprise, and that their best energies are engaged to make it of value. In this frame of mind they readily evolved the idea that an exercise with a dominant thought must at the outset arrest the attention of the audience with a vivid presentation of that thought; also that one way to conclude such an exercise is to remind the audience of that first impression, and send them away with the unifying idea uppermost in their minds. When they had adopted these two principles, I could trust

to them for suggestions for a good introduction and an effectively resumptive ending. In the exercise in question, the selections from historical plays came to their aid, but of course that is a rare occurrence.

Then as to paragraphs. A change of speaker in the exercise corresponds to a new paragraph in a theme. Eighth-grade pupils have few occasions to write any composition of sufficient length to enable them to practice paragraphing adequately, just as the brevity of their ordinary compositions precludes their using careful introductions and conclusions. From such an exercise as this, planned so that each speaker treats a new aspect of the subject, they acquire a working knowledge of the principle of paragraphing.

A third principle of composition also is made necessary in an exercise of this type. Every speaker, while introducing a new branch of the subject, must avoid making his transitions too abrupt. Reading of a good prose model shows that careful writers avoid such abruptness by the repetition of a word or phrase from the preceding paragraph, or by a connecting word, like *such*, *but*, *however*, or some other device. Each participant was expected by the class to plan his transition. He was expected also to keep the vocabulary of his paragraph up to the standard set by Shakespeare in the introductory reading, and this modest demand he did his utmost to meet. The exercise follows:

#### THE AGE OF ELIZABETH

*Estabrook (reading).*

This blessed plot, this earth, this realm, this England,

. . . . .

This royal throne of kings, this scepter'd isle,  
This earth of majesty, this seat of Mars,  
This other Eden, demi-paradise,  
This fortress, built by nature for herself  
Against infection and the hand of war,  
This happy breed of men, this little world;

. . . . .

This blessed plot, this earth, this realm, this England.

. . . . .

This England never did, nor never shall,  
Lie at the proud feet of a conqueror,  
But when it first did help to wound itself.  
Now these, her princes, are come home again,  
Come the three corners of the world in arms,  
And we shall shock them. Naught shall make us rue,  
If England to itself do rest but true.

*Elizabeth.* Shakespeare, who wrote the lines Estabrook has just read, was the greatest writer of his time. He lived in the days of Queen Elizabeth, and tried to express for the men of his time their boundless love for England

and their pride in it. The Englishmen had reason to be proud, for Spain had been the leading power of the world, and they had defeated the Spanish Armada and made England mistress of the seas. This great struggle was brought about by a number of causes. England was almost without exception Protestant, and Spain was entirely Catholic. The English had been helping the Protestants in France and the Netherlands, which made Spain very angry. Then the English had been doing a great wrong by cruising in the Spanish Main, and capturing richly laden Spanish galleons from the Indies. Also, Mary Queen of Scots left her claim to the English throne to Philip of Spain, which made him resolve to conquer England and make himself King. So he got ready his ships, and after three years of careful preparation the greatest fleet the world had ever seen sailed out of the Spanish harbor toward England.

England had had a long period of peace, and was poorly supplied with ships and men, but as soon as she heard of Spain's plan she gathered all the old vessels she had and fitted them up as best she could. Lord Howard was made commander, and he and his men had hope and confidence and were willing to sacrifice themselves for their queen.

The Armada was first sighted off the coast of Plymouth, sailing in a crescent of a hundred and forty ships. The small English fleet of seventy ships immediately started out in pursuit. They gained rapidly on the Spanish fleet, and soon were close enough to fire upon them. The Spanish at once fired back, and a fierce battle ensued, in which both sides showed great courage. The English had the advantage, for their ships were so light and swift that they could dodge the shots of the Spaniards, while the Spanish ships were so big and top-heavy that they rocked violently, so that the shots went far up into the air. That day the English shot off five hundred cannon, while the Spaniards thought they were doing wonders in shooting eighty. This indicates that the English were more practiced in the navy. The Spaniards had foolishly crowded their ships with inexperienced noblemen who had little idea of how to fight, while the English had put as few men as possible on board, and these men skilled in battle. When the Spaniards saw that the English were defeating them, they lost their courage and hope, and sailed toward France, to take refuge in the harbor of Calais. There they had planned to meet a Spanish duke with a trained army.

If the English had not kept their eyes upon them, the Spaniards would probably have landed on the shores of England and a battle on land would have followed, but at midnight the English sent four fire ships into the harbor to destroy the Armada. The men were all on shore, and when they heard of what was going on they were horrified and flew to their ships. The next morning, almost half of the Spanish Armada was destroyed and another terrible battle followed. As soon as the Spaniards could escape they tried to get back to Spain around the northern coast of England, but a terrible storm arose, and nearly all of the ships were destroyed. The English, also, were almost starved to death before they could get back to England to tell of their joyful victory.

*Macaulay.* The English at the time of Elizabeth were great sailors and fighters. This is proved in such a case as Sir Francis Drake, who was the first Englishman to go around the world; so also in the case of Sir Walter Raleigh, who was a great fighter and sailor. A good example of the char-

acter of the English sea captain of that day is shown in Sir Richard Grenville, captain of the "Revenge." The Revenge is the little English ship that all but defeated fifty of the great Spanish men-of-war. The "Revenge" is well known to most of us. Lord Tennyson wrote it. I am going to read some passages in which Sir Richard speaks to his men:

"Shall we fight, or shall we fly?  
 Good Sir Richard, tell us now,  
 For to fight is but to die.  
 There'll be little of us left by the time this sun is set."  
 And Sir Richard said again: "We be all good Englishmen.  
 Let us hang these dogs of Seville, the children of the devil.  
 For I never turned my back upon Don or devil yet."

This shows the great hatred that the English had for the Spaniards. It also shows the good fellowship that existed between the English officers and their men. On the Spanish ships the men were divided into three classes—sailors, gunners, and officers. The sailors were treated very cruelly. The gunners were most of them foreigners, and the officers knew no fighting but to draw the sword. The next passage is where they fought a day and a night:

But Sir Richard cried in his English pride,  
 "We have fought such a fight for a day and a night  
 As may never be fought again.  
 We have won great glory, my men;  
 And a day less or more,  
 At sea or ashore,  
 We die—does it matter when?  
 Sink me the ship, Master Gunner,—sink her, split her in twain;  
 Fall into the hands of God, not into the hands of Spain."

This shows the great pride that the English had; they would rather sink their own ship than surrender to the Spaniards and have them boast that they had done it. Sir Richard Grenville wanted to sink the ship, but the sailors said no, because they did not want to leave their wives and children, so they surrendered to the Spanish sailors on the condition that they would let them go again when they got to land.

*Lawrence.* Such loyalty to queen and country could only come from wise rule, and Elizabeth was a great queen. During her reign, England was at peace. A farmer ate what he planted. Before that time his land was robbed and laid waste. While England was at peace and other countries were at war, England began to prosper. Holland was the greatest commercial country in Europe at that time. When King Philip of Spain persecuted some of the merchants, the merchants came to England, thus helping England to become a great commercial nation. Inventions were growing in number, such as beds, pillows, chimneys, forks, and carriages. Before that, instead of having beds, men slept on pallets of straw, with their heads on rough logs for pillows. People had a hole through the roof for a chimney, and some of the smoke stayed in the house. They changed from wooden forks to metal forks. The first carriage was introduced into England at that time. Before that people had to travel on horseback. People stopped building

castles, but built instead beautiful mansions, surrounded by parks, because they did not need protection. This chart (*pointing to the following chart*)

PERIODS OF ENGLISH HISTORY	
I.	Advance of Constitutional government, 1215-1338
II.	One hundred year's war—War of Roses, 1338-1485
III.	Growth of despotism, 1485-1603
IV.	Gaining of political freedom, 1603

shows the periods of English history, and shows that when the Tudors came they tried to build up a despotism. Despotism is a tyranny which all the Tudors tried to build up. Despotism is arbitrary taxation, arbitrary legislation, arbitrary imprisonment. All these things Henry VIII and Elizabeth were guilty of, but she did it for the good of the people. Elizabeth had great power in choosing her ministers. The greatest men of England were her ministers, like Lord Burleigh. The people did not mind having Queen Elizabeth trying to build up a despotism, because she was doing it for the good of them. She once said to Parliament, "Nothing, no worldly thing, is so good as the love and good will of my subjects."

*Leah.*

This chart—

1535-70—The Elizabethan settlements and struggle with Mary Queen of Scots
1570-85—Period of peace
1585-1603—Elizabethan war against Spain

shows the three most important periods in Elizabeth's reign. It is true that at the end she grew to be very unpopular, partly because her old friends had died, and partly because the younger citizens did not understand and like her methods of government, which were not then necessary because she had used them so successfully. This is a prophecy which Cranmer made at the christening of Elizabeth in Shakespeare's play of *Henry VIII*:

"This royal infant—heaven still move about her!—  
 Though in her cradle, yet now promises  
 Upon this land a thousand, thousand blessings,  
 Which time shall bring to ripeness. She shall be  
 A pattern to all princes living with her,  
 And all that shall succeed; Saba was never  
 More covetous of wisdom and fair virtue  
 Than this pure soul shall be. All princely graces  
 That mould up such a mighty piece as this is,  
 With all the virtues that attend the good,  
 Shall still be doubled on her; truth shall nurse her,  
 Holy and heavenly thoughts still counsel her;  
 She shall be loved and feared; her own shall bless her;

## THE MORNING EXERCISE

Her foes shake like a field of beaten corn,  
And hang their heads with sorrow; good grows with her.  
In her days every man shall eat in safety  
Under his own vine what he plants, and sing  
The merry songs of peace to all his neighbors.  
God shall be truly known; and those about her  
From her shall read the perfect ways of honour.”

—*Henry VIII, Act V, scene 5.*